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ABSTRACT

The Refugee Women's Alliance, a nonprofit organization helping refugee and immigrant women achieve self-sufficiency in the United States, has developed a class integrating English-as-a-Second-Language (ESL) instruction and discussion of family issues, child-rearing, and related problems in a new cultural context. The project focuses on developing women's leadership, decision-making, and advocacy skills. This booklet describes some steps followed in the program, and provides a sample of lessons and activities used during the project. It has three sections. The first discusses conducting a needs assessment for advocacy and leadership skills development. The second looks at how to provide opportunities for learners to practice leadership skills and to plan for special events with ESL learners. The third section addresses techniques for involving learners in program planning and evaluation. Parent and participant survey questionnaires are appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 427 558

From Classroom to Community

Building Leadership and Advocacy Skills in the ESL Class

A Curriculum Sample

Activities and Lessons by

Alysan Croydon
Sue Wilkes

Special thanks to the women in the Family Talk Time class at the Refugee Women's Alliance Seattle, WA

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Contents

Introduction to the Curriculum Sample 2

Conducting a Needs Assessment/Developing Advocacy and Leadership Skills . 3
Needs Assessment form 5
Sample Lesson: Expressing a Concern About Hitting in School 6
Sample Activity: Developing Advocacy Skills—What is your opinion about education? 12

Opportunities for Students to Practice Leadership Skills: Planning Special Events—International Women's Day, March 8th 14
Sample Lesson: Women's Personal Safety 15
Sample Activity: Important Women—Stories by Family Talk Time Students 21
Activities for International Women's Day 24

Involving Learners in Program Planning and Evaluation 25
Sample Activity: Evaluating a Learning Experience (Not in School) 27
Sample Activity: How Do You Learn? 29
Sample Activity: My Learning Experience 30
The Public School Parent Survey 31
Sample Activity: School Vocabulary for Survey 33
Breaking the Rules 34
ESL Survey form 35
ESL Survey Results form 38
Report on the Results of the ESL Survey Prepared by Family Talk Time Students 39

Introduction

Refugee Women's Alliance (ReWA) is a nonprofit, multi-service center with the mission of helping refugee and immigrant women achieve self-sufficiency in the United States. Located in the Rainier Valley of Southeast Seattle, ReWA serves more than 700 women and their families each year. Services at the center include: English as a second language (ESL)/family literacy, parent information workshops, on-site child care, bilingual/bicultural support and social services, advocacy for victims of domestic violence, crisis intervention, and anger management support groups for batterers.

In 1994, ReWA received funding through the Laubach Literacy International Women in Literacy/USA project to expand its Family Talk Time model to include leadership and advocacy skills development. Family Talk Time is an integrated class of ESL and family issues. The class provides an opportunity for newcomer parents to share their concerns about raising children in the U.S., network and problem solve with other refugee and immigrant women, and increase their confidence as parents in the U.S. The learners in the Family Talk Time class are at an intermediate level of English.

This project focused on developing leadership and advocacy skills within the context of women's issues and concerns. The first goal was to enable Family Talk Time participants to see themselves as leaders and decision makers in the ReWA ESL program by providing opportunities to assume leadership roles and evaluate the experience. The second goal was to encourage and support learners to advocate for themselves and their families around community issues such as barriers to working with the public schools and the need for safer neighborhoods.

This booklet describes some the steps ReWA followed and provides a sample of the lessons and activities used during the project. It includes three sections:

1. Needs assessment and advocacy and leadership skills development.

2. Providing opportunities for learners to practice leadership skills. Planning special events with ESL learners.

3. Involving learners in program planning and evaluation.

This collection is not meant to be a complete curriculum, but a compilation of suggested activities. It can be used as a starting point for other programs interested in integrating leadership and advocacy skills development into their existing curriculum.

Conducting a Needs Assessment

Developing Advocacy and Leadership Skills

At the beginning of each quarter, an in-depth needs assessment is conducted with the students in the Family Talk Time class. Strategies for collecting student input include: brainstorming exercises, bilingual discussions, and surveys. The goal is to compile a set of student-identified themes around which leadership and advocacy skills can be developed. For example, during the first quarter the following themes were identified:

- my child's school
- reporting a problem to the housing office
- personal safety
- gangs
- talking with my child's school
- staying healthy
- reading and understanding problems with utility bills

These themes were then linked with some of the following leadership and advocacy skills:

- expressing an opinion
- expressing and intensifying a complaint
- introducing oneself
- asking for clarification
- requesting information
- writing letters
- identifying community resources

The result was a meaningful set of lessons which directly addressed the students' concerns and needs and included units such as:

- expressing a concern about the schools
- expressing and intensifying a concern about hitting in school
- expressing a concern about women's personal safety
- requesting help and information from the housing office
- writing letters to the landlord/child's teacher
- asking for clarification on a utility bill

The following section includes a sample needs assessment tool, a problem-posing story and activities on expressing a concern about hitting in school, and a sample activity for students to practice expressing an opinion.

Notes:

The sample lesson "Expressing a concern about hitting in school" is primarily a teacher's guide. However, the story and questions can be copied to distribute to students. The warm-up activities, vocabulary, ESL exercises, and follow-up activities are all designed to accompany the story and can easily be modified to suit your students' levels and backgrounds.

The sample activity "What is your opinion about education?" is a student worksheet.

Needs Assessment

Name: Date:

What do you want to study?

1. What is most important for you? (Rank 1-4)

   Reading _____ Writing _____

   Speaking _____ Listening _____

2. In the next six months, I want to improve my . . .
   so I can . . .

3. In the past three weeks I had trouble speaking English . . .

4. Do you have problems speaking English (circle one):

In the hospitals, with the doctor	No problem	I can speak a little	I can't speak English here
In the store	No problem	I can speak a little	I can't speak English here
With my child's school & teacher	No problem	I can speak a little	I can't speak English here
At the welfare office	No problem	I can speak a little	I can't speak English here
At the housing office or with the manager	No problem	I can speak a little	I can't speak English here
Taking the bus	No problem	I can speak a little	I can't speak English here
With neighbors and friends	No problem	I can speak a little	I can't speak English here
At work	No problem	I can speak a little	I can't speak English here

5. Where do you want to speak English?

Expressing a Concern About Hitting in School
(Sample Lesson)

Warm-Up Activities:

1. Ask students to brainstorm five activities children learn in preschool. Share lists with the rest of the group and discuss which activities children like best.

2. Draw the following grid on newsprint or the board. Have the students ask questions to complete the information on the grid. Help the students by eliciting the questions needed to complete the grid.

Child's Name	Age	School	Teacher	Favorite activity
Mai	*6*	*Adams*	*Mrs. Davis*	*reading*

3. Ask students to make a list of reasons to talk to your child's teacher. Write all the responses on the board. Discuss the following questions:

   What is the most common reason you talk to your child's teacher?

   What is the least common reason?

   When was the last time you talked to the teacher? Why?

Minh's Story

Minh is from Vietnam. She has lived in the United States for over six years. She has three children. Ngoc is her youngest child. She attends Head Start. At the beginning of the year she really liked going to Head Start. Ngoc liked coloring and playing outside.

Two weeks ago Ngoc was crying when she came home. At first Minh was not concerned. Ngoc was very upset and continued to cry. She told her mother that a boy hit her at school. Minh talked to the teacher the next morning. The teacher said she did not see anything.

About one week later, Ngoc came home crying again. She told her mother that another boy hit her. Minh did not know what to do. The next day when Minh dropped her off at Head Start, she asked Ngoc to show her the boy who hit her. Ngoc was confused and she pointed to a lot of boys and girls. She started to cry again, but Minh had to go to work.

Ngoc was crying again when Minh picked her up at 12:30. Ngoc told her it was the same problem. This time Minh noticed a small scratch on her daughter's hand. Minh was really worried and asked the teacher what happened, but the teacher was not helpful. Minh does not know what to do and Ngoc does not want to go to school now.

Questions: Write or talk about what you think.

Comprehension Check:

1. How many children does Minh have?
2. What is her daughter's name?
3. Where does Ngoc go to school?
4. Does Ngoc like going to school?
5. What did Ngoc tell her mother?
6. What did Minh do?
7. What did the teacher say?

Feelings:

1. Why did Ngoc cry again?
2. How does Ngoc feel about school now?
3. How does Minh feel?
4. How do you think the teacher feels?

Personalize:

1. How many of your children go to school?
2. What does your child like in school?
3. What happens if one child hits another in your child's school?
4. How do your children get to school?
5. Have you talked to your child's teacher before?

Cultural Comparison:

1. How old are children when they start school in your country?
2. What happens when children hit each other in school in your country?
3. How are children disciplined in school?
4. Do parents meet with the teachers?

Opinions/Solutions:

1. What do you think Minh should do now?
2. If you were Minh, what would you want the teacher to do?
3. How can Minh help her daughter like school?
4. What do you think teachers should do about problems like this?
5. Do you think it is good to meet with your child's teacher? Why?
6. Who can you talk to if your child has problems in school?

Vocabulary:

confused	scratch	noticed
drop off	concerned	pointed

Fill in the blanks using the vocabulary words:

1. I dropped my eye glasses and now there is a _____ on them.
2. Mai is _____ because her daughter is late coming home from school.
3. Elsa will _____ her husband at work today because she needs the car to go shopping.
4. She does not speak English very well. When people speak quickly, she is very _____.
5. When her father asked her which toy she wanted, Chanthou _____ to the doll.
6. He was going to buy the car, but then he _____ there was an oil puddle under the car. He bought another car.

Vocabulary Development:

Ask students to think about when they first came to the United States. Practice the following:

1. What are two things you **noticed** that were very different from your country?

   I noticed .

   I noticed .

2. I am **confused** when .

3. Think about your child's future. What are you **concerned** about?

Other ESL Exercises:

1. Expressing a concern and intensifying a concern

Writing Dialogues

Review the problem in the story. Prompt with questions.

What did Minh say the first time she spoke to the teacher?
How did Minh feel?
What did the teacher say?

In pairs, ask the students to brainstorm the dialogue between Minh and the teacher. Ask the students to share their ideas. If they have not appeared in the students' dialogue, introduce the forms:

I am worried .

I am concerned .

Discuss the second time Minh talked to the teacher.

What was different?
How did Minh feel the second time?
How did the teacher feel?

Show the students how they can make a concern sound stronger by adding intensifiers.

I am very worried .

I am extremely concerned .

2. Role Play

Ask students to role play the meetings between Minh and the teacher. Role play the scene both times making the concern stronger the second time. Students need to think about how to begin and end the scene. Record the role plays on audio or video tape so both teacher and students can give feedback.

Note: Some students may feel it is inappropriate to express concerns in some situations. Discuss with students when it is appropriate to do this in the U.S.

3. Writing Practice

Give the students one of the following assignments:

You are Minh. Write a short note to Ngoc's teacher explaining the problem.

or

Write a note to the teacher asking to arrange a meeting with you.

4. Practice with the language of complaints

Ask students to generate a list of problems they have had with household bills or with their house/apartment.

Take each problem in turn and discuss who the complaint should be addressed to and what to say in each case. The process of dialogue writing, role play, and written practice can be repeated for new situations if appropriate.

Follow-Up Activities:

1. Take a field trip to a Head Start program or local elementary school.

2. Invite a speaker from the local PTA to come talk about the role of the PTA and how to get involved.

3. Invite a representative from a customer service department to come and talk about the job and services provided to customers.

4. Invite a speaker from a tenant's organization to come talk about tenant's and owner's rights and responsibilities.

Developing Advocacy Skills
(Sample Activity)

What is your opinion about education?

Rank from **1** (the most important) to **5** (the least important):

____ School is a safe place for children to make friends.

____ School is a place to learn new information and ideas.

____ School is a place to learn about discipline and respect.

____ School is important for a good future.

____ School is an opportunity to try new things such as sports, music, and art.

Read the stories and write your opinion:

Bopha has a son who is in 5th grade. When her son comes home from school, he is very quiet. When Bopha asks him about school, he never tells her anything. Bopha is very worried that something is happening at school that is making her son unhappy, but she doesn't know what to do.

In the past few weeks there have been several robberies and one shooting in Mai's neighborhood. Many of the neighbors are afraid, but don't want to call the police. Finally, Mai tells her neighbors that they should call the police and ask them to watch the neighborhood. She also thinks they should organize a block watch.

I think .
I feel .
I agree that .
I disagree that .

What things worry you about your child's school and your child's education? Write a list.

Choose one of the things from your list and write your opinion of how to make it better.

Write a letter to someone at the school telling them about your opinion.

Date

Dear :

Sincerely,

Opportunities for Students to Practice Leadership Skills

Planning Special Events

"International Women's Day"
March 8th

Having worked on leadership/advocacy skills in class, women in the Family Talk Time class assumed the primary role in planning and leading a celebration for International Women's Day. Preparation and discussion initially began in class and extended to include women in the other three classes at ReWA. Family Talk Time students met with women in the other classes to talk about the celebration and plan presentations of dance, song, traditional clothing and crafts, and a demonstration of an Ethiopian coffee ceremony. On the day of the celebration they talked briefly about the history of International Women's Day and read a simple definition that the group had composed in class.

Planning a special event for the rest of the participants in the ESL program was an excellent opportunity for the Family Talk Time students to increase their confidence and view themselves as leaders. In follow-up discussions and evaluation, all the women expressed an interest in celebrating International Women's Day next year and taking a lead in the planning and preparation for the event.

This section includes a problem-posing story on women's personal safety, stories written by the women in Family Talk Time, and other suggested activities for International Women's Day. All of the activities in this section are meant to set the stage and establish the context for celebrating International Women's Day.

Women's Personal Safety
(Sample Lesson)

Warm-Up Activities:

1. Develop a list of areas in the city where students frequently go. Have students brainstorm dangers they may face in each place.

Example: The mall — Someone could steal your purse.
Parking lot may not be safe at night.
Something could be stolen from your car.

2. Use magazine pictures of different locations to suggest ideas of safe and dangerous places for women to visit in a city. If magazine pictures are not available, students could draw pictures of dangerous situations they have faced.

3. Pairs interview:

   a. Is the city safer for women or men? Why?
   b. What makes you uncomfortable when you are outside your home?
   c. Where is it safe for women?
   d. Where do you feel it is unsafe for women?
   e. What can be changed to make our community safer for women?

4. Complete the sentences:

   I was so scared when _____.

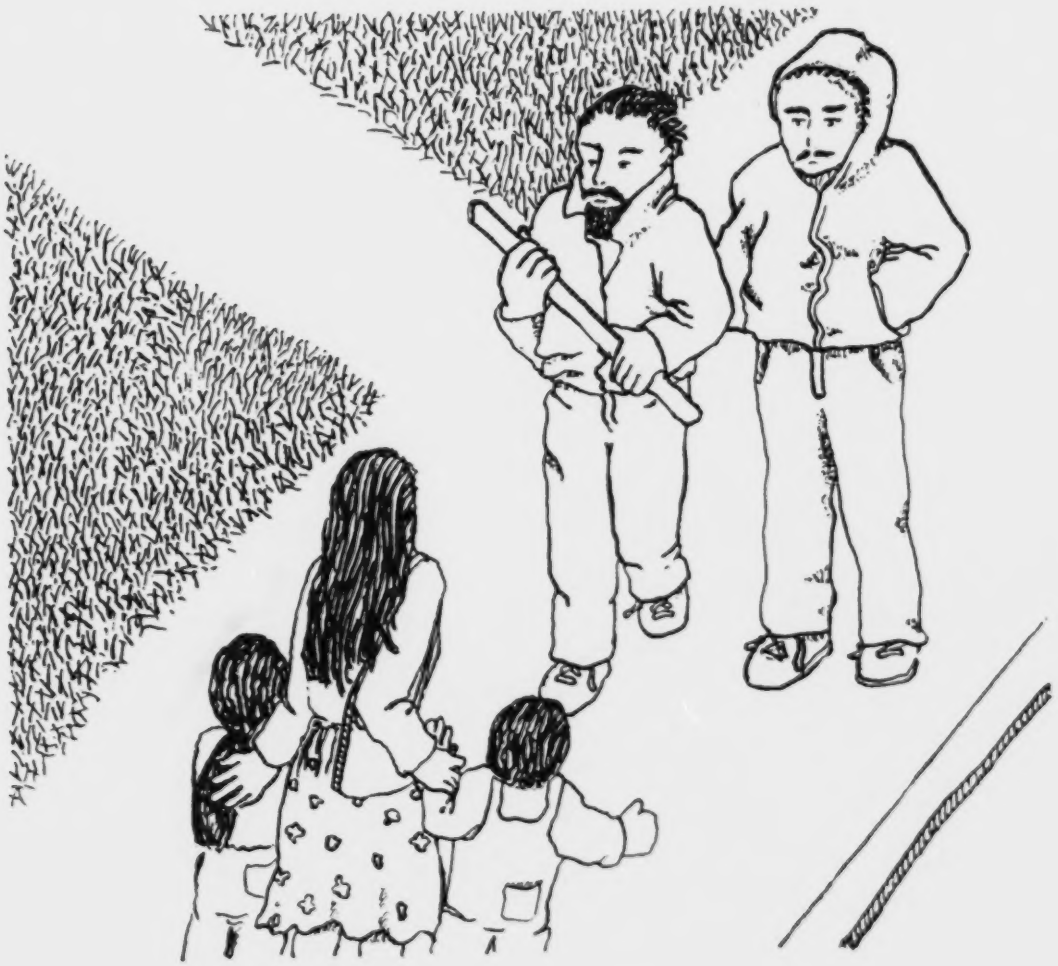
   My child is scared when _____.

   In my country, I was scared when _____.

   When I am scared I _____.

Story

My name is Maria. One night I was scared. I was coming home from my mom's house with my kids. I saw two men standing in front of my house. They were holding a big stick and they looked at my purse and my two small kids. They asked me for money. I said, "I'm sorry, I don't have money." They said bad words to me. I was so scared!



Questions: Write or talk about what you think.

Comprehension Check:	1. How many men were there? 2. Where were they standing? 3. What did the men want? 4. Where was Maria before she came home? 5. Was Maria by herself?
Feelings:	1. How did Maria feel? 2. Why did she feel like that? 3. When do you feel scared?
Personalize:	1. Have you heard stories like this before? 2. Have you had a problem like this before? 3. What happened?
Cultural Comparison:	1. Did you feel scared at night in your country? 2. Do you feel scared at night in the U.S.? 3. When people feel scared in your country, what do they do? 4. Do you think it is safer for women in your country or in the U.S.?
Opinions/Solutions:	1. What would you do if you were Maria? 2. How can Maria's family and friends help? 3. What will help Maria feel safer? 4. What can women do to be safe? 5. Why do you think there are problems like this? 6. What can Maria do to avoid problems like this in the future?

Vocabulary:

safe	dangerous	unsafe
personal	safety	in danger

Matching activity:

Make a handout of the matching exercise below:

Safe	You could get hurt
Personal	Things to do to be safe
Dangerous	Comfortable, you cannot be hurt
Safety	When you are in a situation that is dangerous
In danger	About yourself or a person

Vocabulary Practice:

Write the questions on the board and check understanding. Have students discuss the questions with a partner and then write answers to the questions.

1. When do you feel **safe**?
2. What do you do for your **personal safety**?
3. Have you ever been **in danger**? What happened?
4. When is it **dangerous** to walk alone?
5. What things can you do to increase car **safety**?

ESL Exercises:

1. Practice with direct and reported requests

	Reported	Direct
From the story:	*They asked me for money.*	*Give me money.*

Ask students for things in the class:

give me a book
give me a pencil
give me a coat
give me some help, etc.

Now have students report the request: She asked me to give her a book.

Note for teachers:

Students need to insert the object pronoun her/him in the reported sentence after the verb 'give'. Do a few examples and then have the students recall the requests. For practice making transformations, have the students ask each other for objects and repeat the exercise.

2. Practice giving polite refusals

From the story: *Maria said, "I'm sorry, I don't have money."*

Write these situations on the board. Ask students what they could say in each situation.

Someone on the street asks for change.

Someone on the street asks you about a bus, but you don't know.

A friend asks you to come to her house on Saturday, but you are busy.

A friend wants to use your car, but you need it.

A salesperson calls your house to sell you something.

You could brainstorm other situations where students need to say no politely. You could discuss with students when it is appropriate to say no in the U.S. It may be different in their culture. The above situations may be different if a family member is making the request.

Follow-Up Activities:

1. Journal writing about students' own experiences.
2. Invite a speaker from the police department or local sexual assault center to talk about safety for women.
3. Take a field trip to a self-defense class or invite a speaker to give a self-defense demonstration.
4. Create a poster in simple English of the dos and don'ts of personal safety. Display this at your school for other students to read.
5. Prepare students to give a short presentation about personal safety to other classes or in their first language to a community group.
6. Write a letter asking for increased police patrols or call the police department if there is a particular area that is troublesome.
7. Collect any printed material on the topic and select parts for students to read.

Important Women
(Sample Acitivity)

Stories by Family Talk Time Students

Sokheang

My mother was in my country, Cambodia. When I was small, she taught me what is good and bad. She taught me how to wash, how to cook, and how to clean in the bedrooms. She told me about the temple and the good way to do things. When I was sick, she worried too much. When I felt good, she was very happy. I was 16 years old when I was married. When I had my first baby girl, I told my daughter how to do good things.

1. What things did Sokheang's mother teach her?

2. When Sokheang was sick, how did her mother feel?

Fam Sin

My mother is very important because she taught me many things. She told me how to take care of my brother and sister and she taught me how to cook and how to clean. Now she lives in California.

1. What did Fam Sin's mother teach her?

2. Where does her mother live now?

Tram

For a long time I lived with my mother. She is important to me because she helped me with everything. She taught me ABCD. Now she lives far away, but my mother is always in my heart.

1. What did Tram's mother teach her?

2. Do Tram and her mother live nearby?

Hang

My mother lives in Vietnam. She is very important to me because she helped me to grow up. She taught me to sing a song and do all the best things. I always remember her.

1. Where does Hang's mother live?

2. What did she teach Hang?

Nhi

My mother is important because she helped me grow up. When I was sick, my mother worried about me. Some nights she didn't sleep. Sometimes I didn't listen to her and made her sad.

1. Why is Nhi's mother important to her?

2. How did her mother feel when Nhi didn't listen to her?

Anab

I was born in Ethiopia in 1970. I went to Somalia in 1978. My auntie lived in Mogadishu. At that time I was 8 years old. My auntie taught me good things. My auntie taught me discipline. My auntie taught me how to cook. My auntie was a brave and heroic woman. My auntie went to Ethiopia because Somalia had a war. She went to Ethiopia to stay alive.

1. What kind of woman was Anab's auntie?

2. Why did her auntie go to Ethiopia?

Thanh

My mother is very important because she is a very special woman. She helped me a lot. She taught me about customs in the church. She taught me to sing a song. When I was 5 years old she taught me to study ABC. When I was 8 years old, she taught me how to clean house and make something new. I really liked it. Sometimes I did something bad and my mom said, "Don't worry, try to make it good."

1. What did Thanh's mother teach her when she was 5 years old?

2. What did her mother tell her when something bad happened?

Activities for International Women's Day

1. Read and develop a short history/definition of International Women's Day.

2. Using magazine pictures and words, make collages that show the many things women do. For example:

work

take care of children

dance

WOMEN

cook

farm

drive

teach

own a business

3. In the week/s leading up to International Women's Day, discuss women-focused themes and the challenges faced by women around the world. (See following lesson: "Women's Personal Safety.")

4. Have students write stories or bring pictures of important women in their lives to share with the class.

Discussion questions:

1. Who are important women in your life?

2. What did your mother teach you?

3. What is a heroine? Is a heroine only someone who is famous? What heroines have you had in your life?

Involving Learners in Program Planning and Evaluation

In the second quarter of the project, women in the Family Talk Time class worked on a student survey designed to gather input and feedback from participants in all four classes at ReWA. The process involved much more than asking a few questions and talking about the responses. In fact, working up to actually writing and administering the survey took several weeks.

Learning and Understanding the Concept of "Evaluation"

The first task was learning and understanding the concept of "evaluation." This was accomplished through two tasks:

Evaluating a learning experience (not in school)

Evaluating a language learning experience

The idea was to help learners identify and evaluate when they knew they had "learned" something.

This section includes:

A teacher's story of a time when she knew she had learned something ("Alysan's Learning Experience") and follow-up activities

A sample activity to help students think about how they typically learn something ("How do you Learn?")

A handout that students can use to write about a time when they learned something ("My Learning Experience")

Giving Feedback and Input

The next task was to emphasize the importance of giving feedback and input. We began by reviewing the concerns parents expressed earlier about their children and the schools. A survey from the Seattle Public Schools was then shown to the class as one way parents could give feedback to the schools. Several class sessions were dedicated to reading, understanding, and completing the survey (and, of course, mailing it in!).

This section includes:

A copy of the survey for Seattle Public Schools

A vocabulary exercise to accompany the survey

Doing an ESL Program Survey

The last component was the ESL Program survey and included the following steps:

1. Talking about different parts of the ESL Program such as classes, materials, rules, child care, etc.
2. Writing the questions to be used in the survey
3. Choosing the best format for the survey, such as open ended questions, using a rating system, or circling answers
4. Administering the survey to students in the other classes
5. Summarizing the results, writing a report, and making recommendations
6. Evaluating the project and its usefulness

This section includes:

A story about breaking the rules, which was used during the overview of the ReWA program

The actual survey, which was written by the Family Talk Time students

A handout, which was used was used for summarizing the survey

The final report and recommendations written by the Family Talk Time class

Evaluating a Learning Experience (Not in School)
(Sample Activity)

Alysan's Learning Experience

I came to the United States in September 1991. I could not drive and I did not own a car. It was hard to get a job, meet people or do everyday things like grocery shopping.

I applied for a learner's permit and I bought a used car. I practiced on the weekend with my husband, Bryan. I was very scared of driving, but a lot of people told me it was very easy and I would learn quickly. I felt bad about myself because I was very slow to learn and I had no confidence.

At that time I lived in Olympia and worked in Tacoma. I took the bus everyday. One day I missed the bus. This was the last bus to Tacoma. I decided to drive on the freeway to Tacoma. I did not have a driver's license and this was the first time I had driven the car by myself.

I drove to Tacoma. My whole body was shaking and I was sweating a lot. I was really scared. I looked pale and my students kept asking, "Teacher, are you sick?" I felt nervous all day, but at 8:30 p.m. it was time to drive home. It was dark and I had never driven by myself at night before. I was so afraid I wanted to throw up. I got in the car and drove back to Olympia. I did not change lanes at all! When I got home I realized that I drove 40 miles by myself on the freeway.

I couple of weeks later I took my driver's test for the first time. I did not pass, but I knew I could drive. I could drive to Tacoma on the freeway!

Vocabulary:

Write the words from the story you don't know.

Questions:

1. When did Alysan come to the U.S.?

2. How did she feel about driving?

3. What happened the day Alysan missed the bus to Tacoma?

4. How did she feel while she was at work?

5. How did Alysan know she could drive?

Afraid, Scared, Nervous:

Write about a time when you were afraid, scared or nervous. What did you do?

How Do You Learn?
(Sample Activity)

1 = **Never** true for me
2 = **Rarely** true for me
3 = **Sometimes** true for me
4 = **Often** true for me
5 = **Always** true for me

Write one of the numbers above next to each sentence:

1. When I do not know how to say something, I am quiet and I don't say anything.

2. I am not afraid of making mistakes because mistakes help me learn.

3. Working in groups in class helps me learn.

4. I ask questions when I do not understand.

5. When I do not know how to say something, I try to say it in another way.

6. I like to listen about something before I read it.

7. I like to read something before I talk about it.

8. I like to talk with someone before I try to write.

9. I like to learn grammar rules.

10. I like to listen to native English speakers talk and then I can copy them.

My Learning Experience
(Sample Activity)

Make notes about your learning experience:

1. Think of a time when you learned to do something (not in school). What did you learn?

2. How did you know that you learned it?

3. How did you show others that you learned it?

	Excellent	Good	Fair	Poor	No Opinion
I feel welcome at this school.	1	2	3	4	5
When I have concerns, people at this school are willing to listen.	1	2	3	4	5

9. **Comments**

The three things I like best about this school are . . .

The school program should emphasize . . .

What are school or program problems you think should be addressed?

Do you think your school is receiving support from the Central Office?

What things could the School District or State do to improve our educational program?

Do you have other comments that would help us improve our school?

The staff thanks you for completing the survey.

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33

Signature *(Optional)*

The Seattle Public Schools

Parent Survey

We want to provide the best possible educational experience for your student.

You can help us by filling out this survey and returning it to school.

Your answers will help us know how well we are doing. Thanks for your time.

Name of School

(Rev. 11/92)

For each of the following please check the appropriate answer.

1. How long has your child been a student at this school (counting this year)?

___ (1) 1st year at this school
___ (2) 2 years
___ (3) 3 years
___ (4) 4 years
___ (5) 5 years or more

2. Is your child in a regular program or a special option program?

___ (1) Regular program
___ (2) Option program
(Name of program) _____

3. What is the current grade level of your child?

___ (0) Kindergarten
___ (1) First grade
___ (2) Second grade
___ (3) Third Grade
___ (4) Fourth grade
___ (5) Fifth grade
___ (6) Sixth grade
___ (7) Seventh grade
___ (8) Eighth grade
___ (9) Ninth grade
___ (10) Tenth grade
___ (11) Eleventh grade
___ (12) Twelfth grade

4. How would you rate the school on each of the following? (Write the appropriate letter beside the item.)

A = Excellent
B = Good
C = Satisfactory
D = Needs Improvement
O = No Opinion

___ Teaching the basics (e.g., reading, writing spelling, mathematics)
___ Teaching methods to meet the needs of my student
___ Providing help for my student's personal problems
___ Providing help for my student's academic problems
___ Communication between the school and my home
___ Food service
___ Bus service to and from school
___ Safety of the school

5. Do you feel that discipline at this school is:

___ (1) too strict?
___ (2) about right?
___ (3) not strict enough?

6. In general, how would you rate the performance of the administrator(s) at this school?

___ (1) Excellent
___ (2) Good
___ (3) Fair
___ (4) Poor
___ (9) No opinion

7. In general, how would you rate the performance of the other staff?

	Excellent	Good	Fair	Poor	No Opinion
Teachers	1	2	3	4	5
Librarian	1	2	3	4	5
Counselor/ Psychologist	1	2	3	4	5
Nurse	1	2	3	4	5
Family Support Worker	1	2	3	4	5
Office Staff	1	2	3	4	5
Instructional Assistants	1	2	3	4	5
Lunchroom Staff	1	2	3	4	5
Custodial Staff	1	2	3	4	5

8. For each of the following statements please indicate whether you agree or disagree by circling the appropriate number on the scale.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My student is enthusiastic about attending schoo	1	2	3	4	5
Students at this school get along well with each other.	1	2	3	4	5
Students at this school are taught to respect othe	1	2	3	4	5
This school provides a good atmosphere for learning.	1	2	3	4	5
Staff members care about individual students.	1	2	3	4	5
Parent-teacher conferences are helpful.	1	2	3	4	5

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School Vocabulary for Survey
(Sample Activity)

Match the job with the description of the work:

Jobs	Descriptions
Teacher	Helps the children when they feel sick.
Librarian	Keeps the school clean.
Counselor	Works in the classroom to teach the children.
Nurse	Cooks and serves lunch.
Family Support Worker	Talks to the children when they have a problem that is not academic.
Office Staff	Works in the library helping children find books and materials.
Instructional Assistants	Helps the family with questions about school and other resources.
Lunchroom Staff	Answers the phones, works in the office.
Custodial Staff	Works in the classroom to help the teacher.

Breaking the Rules

When I was in high school, all the students had to wear a uniform. It was ugly! Everything was brown—brown shoes, brown skirt, brown sweater. We were not allowed to wear jewelry or makeup either.

My mother gave me a silver bracelet for my birthday. I liked it a lot and I wore it under my sweater. I used to wear it even though I was breaking the rules.

One day the teacher asked me to take something to the principal's office. I knocked on the door and went inside. As I gave her the paper, the bracelet slipped out from under my sweater. Of course, the principal saw it and she took it from me because I was breaking the school rules. She kept it until the end of the quarter and I had to explain to my mom what happened.

Can you remember breaking the rules when you were a child?

not allowed to:

When I was a child I was not allowed to

My children are not allowed to

In the United States you are not allowed to

At ReWA students are not allowed to

What rules do you make for your children?

1.

2.

3.

4.

5.

ESL Survey

Name: _____ Date: _____

1. How long have you studied at ReWA?

   What class are you in?

2. What do you think about the education at ReWA? (Please circle)

   Very Good Good Fair Poor No Opinion

   Comments:

3. Circle the new programs you would like at ReWA?

   Driver's license Citizenship Computers

   Cooking Finding a job Filling out forms

   Do you have other ideas?

4. Do you want to study Math at ReWA? ____ Yes ____ No

5. What do you think about the child care? (Please circle)

   Very Good Good Fair Poor No Opinion

6. What changes should be made in the child care?

7. **ESL Rules**

   - Each student can miss only 10 classes per quarter
   - Please don't bring food and bottles in the child care

* Help keep the classrooms clean—pick up after class
* Only ReWA staff allowed in the kitchen
* Children must be in the child care
* Please call ReWA if you will be absent
* If you come to school more than 15 minutes late, it will count as an absence

Would you change any rules at ReWA? Which ones?

8. How long should students study in one class? (Please circle)

2 quarters 4 quarters (1 year) 8 quarters (2 years)

3 quarters

9. What do you think about the classrooms?

What do they need? (Please circle)

New wall between the classes Ceiling fans Tables

Chairs Bigger rooms

Anything else?

10. What classroom supplies does ReWA need? (Please circle)

pencil sharpener video camera computers typewriter

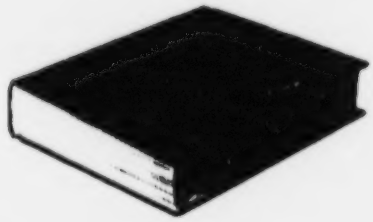
books (to take home) dictionaries maps

What else?

11. What do you want to do when you finish studying ESL at ReWA?

____ get a job ____ job training ____ go to Seattle Central

____ _____



ESL Survey Results

Questions:

1. How many students completed the survey? _____
2. Why was the survey done? _____
3. Who wrote the survey? _____
4. What do you think of the results of the survey?

_____

Writing a report:

Introduction

Results

Recommendations and Comments

Introduction:

In your own words, write the introduction to the report.

Report on the Results of the ESL Survey
Prepared by the Family Talk Time Students

The survey was completed by 49 students in ReWA's daytime ESL classes. The survey was prepared by the Family Talk Time students to find out all the students opinions and needs.

Education

The majority of students responded that the education at ReWA is very good or good. Students commented that the teachers are helpful and explain things well and all students are able to learn reading, writing, listening, and speaking.

New programs

Students at ReWA are interested in new programs. Most students would like a program to help understand and use computers (26), information about finding a job (25), and a class to help them get a driver's license (21). Some students would like a class on citizenship (19), cooking (17) and filling out forms (15). Thirty-two (32) students answered they would like math classes at ReWA.

Child care

Most students think the child care is very good. Some students suggested that some of the rules in the child care should be changed. One student would like her child to have a bottle in the child care and one student was concerned about her child playing with water. Some students also suggested having more fresh fruit and a first aid kit. Many students pointed out that the child care room is too small.

Rules

Most students are happy about the rules at ReWA. Twelve (12) students suggested changing some of the rules. Ten (10) students think that the rule of being 15 minutes late counting as one absence is not fair because the bus is sometimes late. Two (2) students want to change the 10-day absence policy.

Length of time in one class

The majority of students (26) would like to stay in one class for eight quarters. Fifteen (15) students want to stay for four quarters. A few think that students should stay in class for three quarters (2) or two quarters (3).

Classrooms

Many students requested bigger rooms (20) and ceiling fans (27). Nine (9) students suggested getting a new wall between the classrooms because it is noisy. A few students suggested changing the tables and chairs.

Classroom supplies

Twenty-five (25) students suggested getting bilingual dictionaries for the classes. Many students would like computers (24) and a student library with books to take home (20). Some students think pencil sharpeners (15), typewriters (13), and a video camera (9) would be useful. A few students would like maps (3).

After studying at ReWA

Most students would like to go to job training. Twenty-one (21) students would like to go to Seattle Central Community College. Some students would like to get a job.

Recommendations

If ReWA is going to have new programs, a computer class or a class to help find a job would be very helpful. A lot of students are interested in studying math. Maybe math could be part of the ESL class for two hours a week. Many students recommended ceiling fans for the classrooms.

If we have $200 to spend on supplies, we recommend a new pencil sharpener for classroom #1 and bilingual dictionaries in everybody's language. Some dictionaries could be with pictures as they are very helpful for students. We can keep them in the classroom for everybody to use.